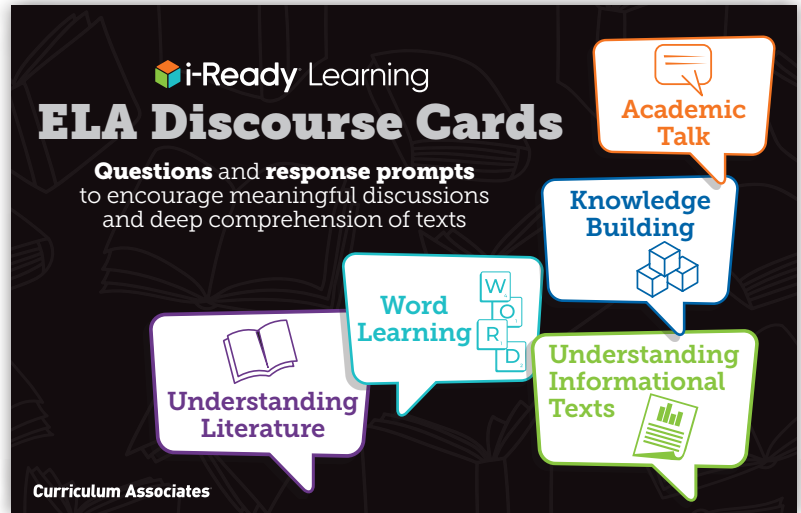


## ELA Discourse Card Activities Grades 3–5

Create Impactful Classroom Discussions That Draw Students to the Center of Learning

The English Language Arts (ELA) Discourse Cards include questions and response prompts to guide meaningful student discussions about texts. They are designed to help students use academic language, explain and support ideas using text evidence, and learn from each other's experiences and perspectives.



### Table of Contents

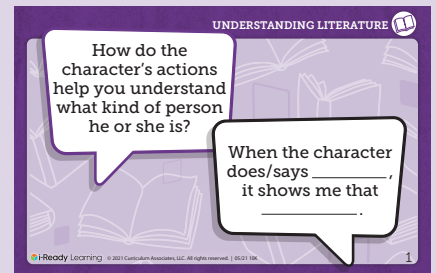
<b>ELA Discourse Card Overview . . . . .</b>	<b><u>2</u></b>
<b>Benefits of Using ELA Discourse Cards . . . . .</b>	<b><u>3</u></b>
<b>Grade 3</b>	
<b>Informational Text and Activity . . . . .</b>	<b><u>4</u></b>
<b>Literary Text and Activity . . . . .</b>	<b><u>8</u></b>
<b>Grade 4</b>	
<b>Informational Text and Activity . . . . .</b>	<b><u>13</u></b>
<b>Literary Text and Activity . . . . .</b>	<b><u>17</u></b>
<b>Grade 5</b>	
<b>Informational Text and Activity . . . . .</b>	<b><u>21</u></b>
<b>Literary Text and Activity . . . . .</b>	<b><u>25</u></b>

# ELA Discourse Card Overview

The ELA Discourse Cards include questions and response prompts to guide meaningful student discussions about texts. They are designed to help students use academic language, explain and support ideas using text evidence, and learn from each other's experiences and perspectives. The cards are divided into five categories: Understanding Literature, Understanding Informational Texts, Knowledge Building, Word Learning, and Academic Talk.

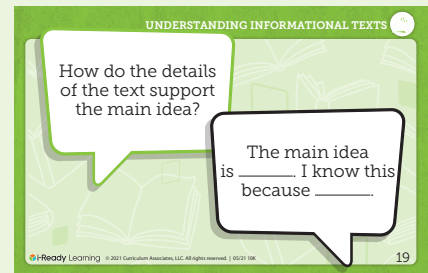
## Understanding Literature

Choose these cards to support text-based discussions on literary standards and topics, such as setting, character, plot, point of view, and theme.



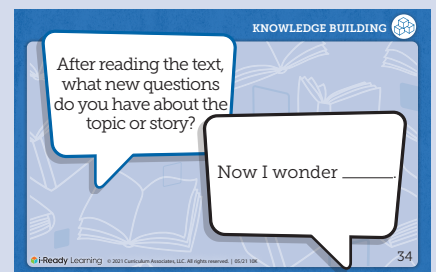
## Understanding Informational Texts

Choose these cards to support text-based discussions on informational standards and topics, such as main idea, text features, text structure, argument, perspective, and author's purpose.



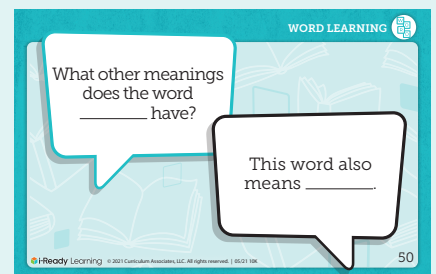
## Knowledge Building

Choose these cards to help students analyze texts and learn from each other's perspectives and experiences. Questions encourage students to activate background knowledge, make connections, and think beyond the text.



## Word Learning

Choose these cards to help students develop vocabulary strategies for exploring context clues, word parts, synonyms, antonyms, cognates, and word choice.



## Academic Talk

Choose these cards to help students explain their ideas, ask questions, clarify misunderstandings, and listen and respond to each other. Model and introduce a few of these cards with each discussion until students are familiar with all of them.



# Benefits of Using ELA Discourse Cards

- ✔ **Students get a chance to practice using discourse strategies during class discussions and when engaging in conversations with peers during classroom activities.**
- ✔ **Students are supported as they apply vocabulary and other strategies when discussing or writing about a text.**
- ✔ **Targeted questions and sentence frames/response prompts facilitate conversations between students about the text and new vocabulary.**
- ✔ **English Learners in particular often benefit from support with academic vocabulary, which the cards provide.**
- ✔ **Discourse Cards are available in English and Spanish.**



## Ocean Homes

By Kathryn Hulick

**1** Do you live in a city or town or out in the country? Is your home in the mountains, or is it on flat land? People live in all sorts of places, and so do animals!

**2** The places where animals naturally live are called habitats. The ocean contains many habitats, and each is home to different kinds of animals. These animals depend on the safety and food provided by their underwater homes to survive.

**3** Coral reefs are one type of ocean habitat. Lots of different kinds of animals, or species, live among these colorful, stony, underwater structures. These animals depend on the reef's special features, or important parts, in order to survive. For example, fish depend on the reef's many holes and caves to hide from passing **predators**. Without hiding places, the colorful fish would be lunch!



**Seagrass beds are home to animals like crabs.**

**4** Seagrass beds create homes for other ocean animals. These habitats are mostly found in shallow waters. From the sandy sea floor, the long green leafy plants wave back and forth with the movement of the water. Animals depend on the leaves and sand of the seagrass beds for food and shelter. Other creatures use this habitat to hide from tiger sharks and other predators. The bobtail squid, for example, buries itself in the sand. This keeps it hidden from larger hunters. Hiding in the sand also helps the squid catch prey. When small shrimp and crabs go by, the squid jumps out and grabs them.

**5** Another kind of habitat is the open ocean. Large predators, such as orcas and great white sharks, live and hunt in these waters. Their bodies are dark on top and light on the bottom. Such coloring lets them blend in with the dark water below and the bright sunlight above. This makes it hard for animals swimming above and below to see them. These predators can easily sneak up on their prey.



**Great white sharks live in the open ocean.**

**6** No light reaches the deepest parts of the ocean. This deep-sea habitat is dark and cold. No plants grow here. However, some of the world's strangest animals live here. More than half of deep-sea animals have adapted by making their own light. This habitat is full of glowing jellyfish, worms, squids, and larger fish. These animals use their light in different ways, such as to attract prey, trick predators, or communicate with one another.

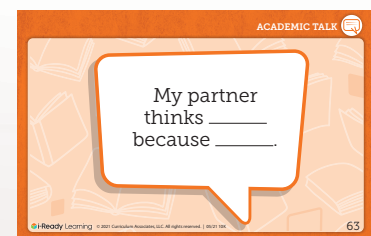
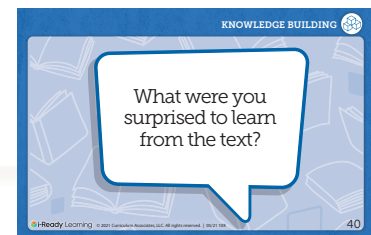
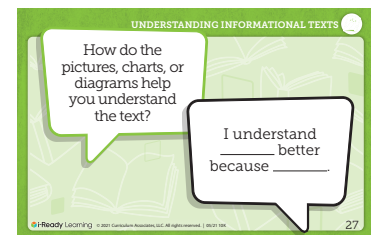
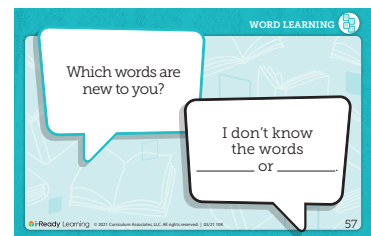


**Some squid that live in the deep sea make their own light.**

**7** From the colorful coral reefs to the deep, dark sea, ocean habitats are all very different. In each one, animals must find the food and shelter they need to survive.

# Grade 3 Informational Text Activity

1. Set Up: Use the materials provided—*Ocean Homes* and the ELA Discourse Cards (that will need to be cut out).
2. Introduce the text to students by connecting the topic with students' prior knowledge or other texts you've read together.
3. Explain that when you talk about a text with someone, you are able to understand it on a deeper level. Introduce the ELA Discourse Cards, and let students know these cards will help them practice talking about the text they'll read.
4. Split the class into partners, and ask each partner set to read paragraphs 1–3 together. Direct them to circle unknown words and mark confusing parts with a question mark.
5. Introduce the **Word Learning Discourse Card (#57)**. Ask students to use the question *Which words are new to you?* and sentence stem *I don't know the words \_\_\_\_\_ or \_\_\_\_\_.* to guide their partner discussion.
6. Next, ask partners to read paragraph 4 and look at the picture and caption. Pose the questions: "What is paragraph 4 about? Why are the leaves and sand important?"
7. Introduce the **Understanding Informational Texts Discourse Card (#27)**. Ask students to use the question *How do the pictures, charts, or diagrams help you understand the text?* and the sentence stem *I understand \_\_\_\_\_ better because \_\_\_\_\_.*
8. Ask partners to read paragraph 5. Point out the word *open* in the paragraph. Help students understand that *open ocean* is the large area of water away from the shore and above the ocean floor.
9. Introduce the **Knowledge Building Discourse Card (#40)**. Ask students to use the question *What were you surprised to learn from the text?* to guide their discussion.
10. Ask partners to read paragraphs 6–7. Ask the following question: "Even though the habitats are different, what do they have in common?"
11. Introduce the **Academic Talk Discourse Card (#63)**. Ask the partners to use the sentence stem *My partner thinks \_\_\_\_\_ because \_\_\_\_\_.* to guide their discussion as they summarize their partner's thoughts and ideas.
12. Wrap Up: After the last discussion is complete, bring the students back together. Provide partners an opportunity to share highlights of their discussions.



**WORD LEARNING**

Which words are new to you?

I don't know the words \_\_\_\_\_ or \_\_\_\_\_.

**57**

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

**UNDERSTANDING INFORMATIONAL TEXTS**

How do the pictures, charts, or diagrams help you understand the text?

I understand \_\_\_\_\_ better because \_\_\_\_\_.

**27**

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

**KNOWLEDGE BUILDING**

What were you surprised to learn from the text?

**40**

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

**ACADEMIC TALK**

My partner thinks \_\_\_\_\_ because \_\_\_\_\_.

**63**

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

## Hercules and the Birds of Doom

By Brooks Benjamin



1 Hercules shoved his science book into his backpack. How was he supposed to be the hero of Sylian Lake if he couldn't remember simple science concepts?

2 "Why is fifth grade science so hard?" he grumbled.

3 "Whatever, dude," said his friend Philip. "You'll figure out that science stuff. You're smart."

4 "I'm smart enough to know people think the only thing I am good at doing is moving heavy things." Hercules sighed.

5 "Being strong isn't bad," Philip said, clapping his friend on the shoulder. "Did you see how far you sent that soccer ball flying today? I bet it still hasn't landed."

6 Hercules forced a smile. He loved being strong, but he wished that Philip wasn't the only person who knew he was more than his muscles.

7 They spotted a crowd of people in front of the cafe on the main street in town. "What do you think's going on?"

8 Philip shrugged. "I don't know. Let's check it out."

9 They approached the crowd, and the fearful voices grew louder. Everyone was looking up, and whatever they were staring at wasn't good at all.

10 "Hercules! Oh, thank goodness, you're here!" Ms. Augustus, the owner of the cafe, came bounding down the sidewalk toward Hercules. Her face was red and sweaty. "My cafe is under attack!"

11 "Attack?" Hercules froze as his eyes drifted up to the top of the building. **Perched** on the roof were three birds, each one the size of an elephant! Customers **cowered** outside as the birds snapped their enormous beaks.

12 "You have to do something," Ms. Augustus pleaded. "Like when you tied that giant nine-headed snake in a knot last year! Those birds are ruining my business!"

13 Science may have confused Hercules, but when monsters attacked, he knew exactly what to do. He tossed his backpack aside and nodded. "You got it, Ms. A."



**14** Hercules waved everyone back. Then he climbed the neighboring building, using his strong fingers to pull himself up. He leaped toward the cafe roof, but one flap of the birds' mighty wings sent Hercules hurtling back to the ground. The crowd gasped.

**15** Embarrassed but unhurt, Hercules stood and wiped the dirt from his shorts. "Well, that didn't work."

**16** He looked around for another idea. Spotting a large tree nearby, he uprooted it with a single pull. Using it like a baseball bat, he tried to knock the birds off the roof. But one of them chomped through the tree's trunk with its razor-sharp beak.

**17** Hercules dropped the stump he was holding. Maybe I can scare them off, he thought. He dashed into the forest and gathered three humongous boulders. He stacked them in front of the cafe, forming an enormous stone giant. He started to carve a scary-looking face with his fingernail. But the largest bird knocked over the boulders with its vicious talons.

**18** Hercules sighed. Nothing he tried was working. He looked around, desperate for another plan. Just then, a baby in a stroller shook her rattle. At the sound, the birds clamped their wings over their ears and stuck out their tongues, as if to say, "Your taste in music is HORRIBLE!"

**19** Hercules suddenly had a wild idea. He would use his smarts instead of his strength. "Everyone! Grab whatever you can—rattles, instruments, pots, pans, anything!"

**20** Once Hercules shared his plan, he gave the signal. The crowd erupted into a chorus of crashes and thumps. The birds gave up. They flew up and out of sight.



**21** The crowd burst into cheers. "How'd you think of it?" Ms. Augustus asked.

**22** Hercules held up his science book. "Sound energy."

**23** Philip grinned. "Right! Loud sounds cause vibrations . . ."

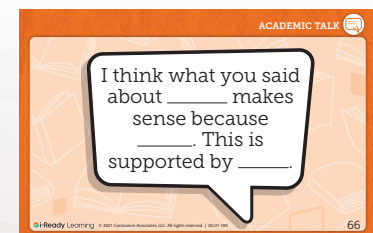
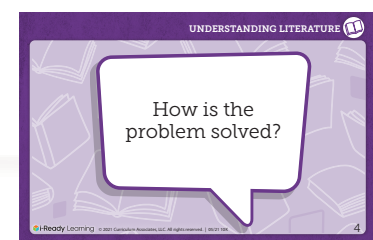
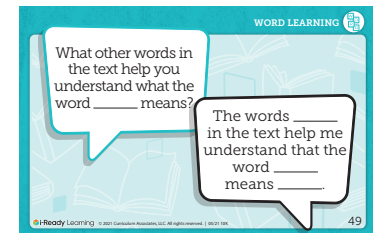
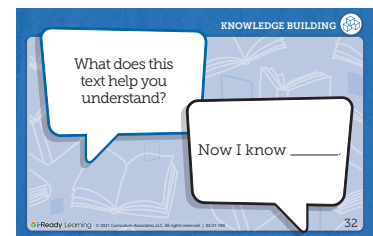
**24** ". . . and they hurt the birds' ears!" Hercules finished.

**25** "I guess it does help to have a brain along with those muscles," Philip said.

**26** Hercules couldn't help but smile. Between his muscles and his brain, Hercules was the hero he always wanted to be.

# Grade 3 Literary Text Activity

1. Set Up: Use the materials provided—*Hercules and the Birds of Doom* and the ELA Discourse Cards (that will need to be cut out).
2. Introduce the text to students by connecting the topic with students' prior knowledge or other texts you've read together.
3. Explain that when you talk about a text with someone, you are able to understand it on a deeper level. Introduce the ELA Discourse Cards, and let students know these cards will help them practice talking about the text they'll read.
4. Split the class into partners, and ask each partner set to read paragraphs 1–8 together.
5. Introduce the **Knowledge Building Discourse Card (#32)**. Direct students to focus on the problems Hercules is facing in this part of the story. Pose the following question: "What two problems does Hercules have?" Then, ask students to use the question *What does this text help you understand?* and sentence stem *Now I know \_\_\_\_\_* to guide their discussion.
6. Next, have partners read paragraphs 9–19. This time they will be focusing on vocabulary.
7. Introduce the **Word Learning Discourse Card (#49)**. Ask students to look at the two bolded words in paragraph 11, **perched** and **covered**. Ask students to use the question *What other words in the text help you understand what the word \_\_\_\_\_ means?* and sentence stem *The words \_\_\_\_\_ in the text help me understand that the word \_\_\_\_\_ means \_\_\_\_\_* to guide their discussion.
8. Have students look at paragraphs 20–26. Introduce the **Understanding Literature Discourse Card (#4)**. Pose the following question: "What does Hercules do when he can't solve the problem by using his muscles?" Then, ask students to use the question *How is the problem solved?* to help guide their discussion.
9. Lastly, ask the students to discuss the following question: "What lesson does Hercules learn about solving a problem?"
10. Introduce the **Academic Talk Discourse Card (#66)**. Ask the partners to use the sentence stem *I think what you said about \_\_\_\_\_ makes sense because \_\_\_\_\_*. *This is supported by \_\_\_\_\_* to guide their discussion and provide text evidence in their responses.
11. Wrap Up: After the last discussion is complete, bring the students back together. Provide partners an opportunity to share highlights of their discussions.



KNOWLEDGE BUILDING



What does this text help you understand?

Now I know \_\_\_\_\_.

32

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

WORD LEARNING



What other words in the text help you understand what the word \_\_\_\_\_ means?

The words \_\_\_\_\_ in the text help me understand that the word \_\_\_\_\_ means \_\_\_\_\_.

49

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

UNDERSTANDING LITERATURE



How is the problem solved?

4

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

ACADEMIC TALK



I think what you said about \_\_\_\_\_ makes sense because \_\_\_\_\_. This is supported by \_\_\_\_\_.

66

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

## Googly-Eyed and Gobbling Garbage

By Helen Walz



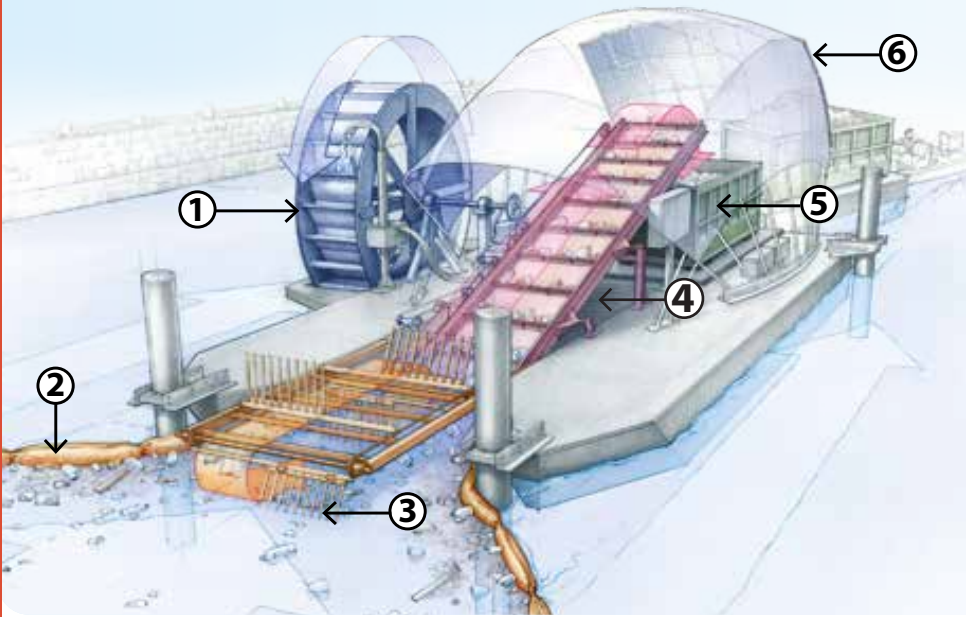
**1** A floating monster guards Baltimore’s Inner Harbor. Bigger than a school bus, the monster has a snail-like shell and huge googly eyes. The flowing water powers the monster’s yawning mouth so it can eat. Chomp. It munches a soda can. Slurp. It snacks on some plastic bags. Gulp. It swallows a tire.

**2** That’s right. It’s eating garbage! This monster is actually a machine named Mr. Trash Wheel. John Kellett designed this unusual machine to deal with a big problem: trash in the river.

**3** Back in 2006, there was nothing to stop garbage as it made its way from the Jones Falls River, through the harbor, and out into the open ocean. Most of the trash was plastic. Plastic in the ocean is a big problem because it harms sea life and destroys their habitats.

**4** People who saw all the trash in the river and in the harbor felt disgusted. Kellett saw the trash every day on his walk to work at the Baltimore Maritime Museum. When it rained, he says, “you [would] see the flow of trash just dumping into the harbor, making it look terrible. I thought about it every day.”

## HOW MR. TRASH WHEEL WORKS



1. A waterwheel is one source of power for the machine.
2. Floats capture trash, moving it toward Mr. Trash Wheel's mouth.
3. Rakes pick up the trash and drop it on the conveyor belt.
4. The conveyor belt moves the trash into a dumpster.
5. When the dumpster is full, workers take it away.
6. Large solar panels are another source of power for Mr. Trash Wheel.

**5** But Kellett didn't just think about the problem. He also invented a way to solve it. He imagined a waterwheel that could pick up trash. He talked to other people about his idea and got funding to build a prototype, or a rough model of an invention.

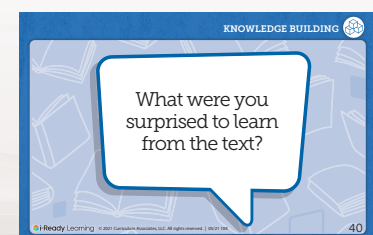
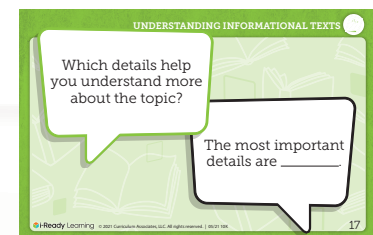
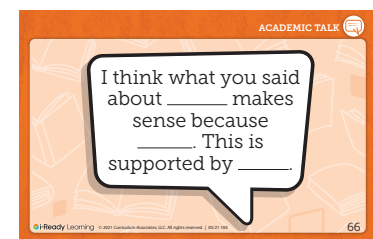
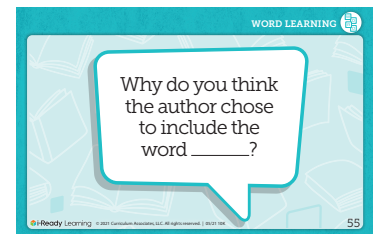
**6** The original prototype needed work. It looked like a floating garden shed, and it wasn't strong enough to handle the large amount of trash in the river. So Kellett got back to work, improving his design with strong steel parts, extra solar panels for more power, and a new look.

**7** The new garbage gobbler got to work in 2014. So far, Mr. Trash Wheel has guzzled more than one million water bottles, 4,600 sports balls, a guitar, and many other things. Mr. Trash Wheel also has a family of monster friends: Professor Trash Wheel and Captain Trash Wheel, who work on nearby rivers.

**8** Kellett is surprised and delighted by how famous his invention has become. Mr. Trash Wheel encourages people to think about where litter and non-recycled plastic could end up. Kellett says that the trash wheel is "an inspiration to people to become part of the solution to the problem."

# Grade 4 Informational Text Activity

1. Set Up: Use the materials provided—*Googly-Eyed and Gobbling Garbage* and the ELA Discourse Cards (that will need to be cut out).
2. Introduce the text to students by connecting the topic with students' prior knowledge or other texts you've read together.
3. Explain that when you talk about a text with someone, you are able to understand it on a deeper level. Introduce the ELA Discourse Cards, and let students know these cards will help them practice talking about the text they'll read.
4. Split the class into partners, and ask each partner set to read paragraphs 1–2 together. Pose the following question: "What words make Mr. Trash Wheel seem alive?"
5. Introduce the **Word Learning Discourse Card (#55)**. Ask students to use the question *Why do you think the author chose to include the word \_\_\_\_\_?* to guide their partner discussion.
6. Next, ask partners to read paragraph 3–4. The goal is to guide students to the understanding that the trash in the harbor came from humans. Pose the following question: "What problem did Kellett think about every day?"
7. Introduce the **Academic Talk Discourse Card (#66)**. Ask the partners to use the sentence stem *I think what you said about \_\_\_\_\_ makes sense because \_\_\_\_\_. This is supported by \_\_\_\_\_.* to guide their discussion.
8. Next, draw students' attention to the How Mr. Trash Wheel Works diagram. Pose the following question: "What details in the diagram help us understand how the machine functions?"
9. Introduce the **Understanding Informational Texts Discourse Card (#17)**. Ask students to use the question *Which details help you understand more about the topic?* and the sentence stem *The most important details are \_\_\_\_\_.* to guide their discussion.
10. Next, ask partners to read paragraphs 5–8. Pose the following questions: "What problems did the prototype have? How did Kellett improve his invention?"
11. Introduce the **Knowledge Building Discourse Card (#40)**. Ask students to use the question *What were you surprised to learn from the text?* to guide their discussion.
12. Wrap Up: After the last discussion is complete, bring the students back together. Provide partners an opportunity to share highlights of their discussions.



WORD LEARNING



Why do you think the author chose to include the word \_\_\_\_\_?

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

55

ACADEMIC TALK



I think what you said about \_\_\_\_\_ makes sense because \_\_\_\_\_. This is supported by \_\_\_\_\_.

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

66

UNDERSTANDING INFORMATIONAL TEXTS



Which details help you understand more about the topic?

The most important details are \_\_\_\_\_.

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

17

KNOWLEDGE BUILDING

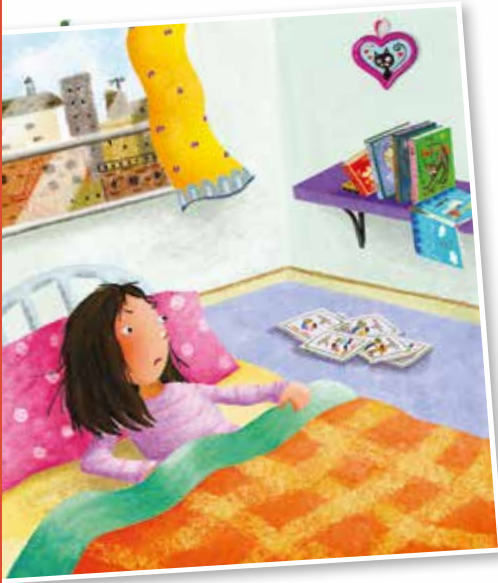


What were you surprised to learn from the text?

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

40





## The Glitter Trap

By Brooks Benjamin

**1** Sumiko rubbed away the sleep blurring her vision, but when she looked at her bookshelf again, it was the same. Books were shoved in upside down and sideways, with some on the floor and others missing completely. It was the third time this week she'd found her perfectly organized bookshelf a total mess.

**2** Sumiko stormed to her little brother's side of the room. Toshi often borrowed her stuffed animals—if borrowing meant hiding them under his bed. Sure enough, two stuffed animals were squished underneath.

**3** "Toshi!" Sumiko yelled.

**4** Toshi ran into the room. "Yeah?"

**5** Just as Sumiko was about to accuse Toshi of stealing her books, it occurred to her that he was only four. He couldn't even read yet.

**6** "Did you need something, Sis?"

**7** Sumiko stared into Toshi's innocent eyes. "It's nothing. Forget it."

**8** Sumiko knew it was time to rethink. Someone was taking her books, and she would need evidence in order to figure out who was doing it. Detectives in the books she read always used tape to pull fingerprints off stuff, so Sumiko grabbed the tape dispenser off her desk and pressed a strip of sticky tape along the edge of the bookshelf.

**9** "Whatcha doing?" Toshi asked.

**10** "Finding evidence."

**11** "Eddi-vets?"

**12** Sumiko smiled. "Evidence. Like clues."

**13** "Like cat hair?" Toshi pointed to a clump of orange fur on the tape Sumiko just pulled off the shelf.

**14** “Bandit!” Sumiko yelled. Bandit was always knocking stuff down. Of course, he never put things back, but maybe he had an accomplice.

**15** Sumiko stormed across the hall and into her older sister’s room, where Bandit was stretched out next to Tomoko on the bed. Toshi followed Sumiko in.

**16** “Um, why are you in my room?” Tomoko asked.

**17** “Finding eddi-vets,” Toshi replied.

**18** Sumiko marched to Tomoko’s bookshelf where she immediately found some of her own books mixed in with her sister’s. “You’ve been taking my books!”

**19** “No, I haven’t,” Tomoko said. “Now get out of my room!”

**20** Sumiko left with her books, wondering how she could prove her sister was the thief. She decided to set a trap. She began by sprinkling green glitter over the tops of the books on her bookshelf.

**21** The next morning, Sumiko found a trail of glitter leading from her bookshelf into Tomoko’s room. She peeked at her sleeping sister’s hands and feet. To her surprise, there was no trace of glitter

**22** Toshi walked in holding out a piece of banana. “Want some?”

**23** Something sparkled on the banana. Sumiko’s eye followed Toshi’s hand, up his arm, and across his shirt. He was covered in glitter!

**24** “Toshi, did you steal my books?”

**25** “No,” he said, finishing his banana. “I borrowed them.”

**26** “Why didn’t you say anything the whole time I was looking for the thief?”

**27** “Because I wasn’t a thief,” blinked Toshi.

**28** “You can’t borrow people’s stuff without asking! And you put my books back in the wrong places and left some in Tomoko’s room!”

**29** “I just wanted to read like you,” Toshi said softly.

**30** “Toshi, you can’t take my books, but maybe we can read them together,” Sumiko said.

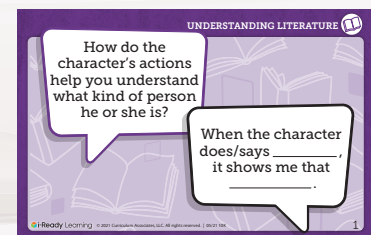
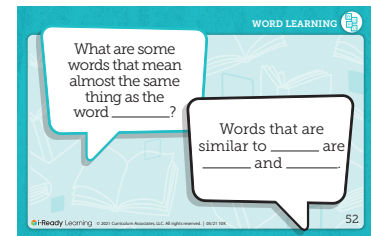
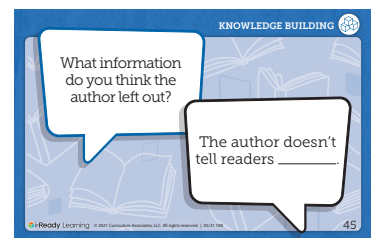
**31** “Yay!” Toshi clapped, sending glitter everywhere.

**32** Sumiko sighed. Although her trap had helped solve a mystery, she now had another problem to solve: how to clean up all this green glitter.



# Grade 4 Literary Text Activity

1. Set Up: Use the materials provided—*The Glitter Trap* and the ELA Discourse Cards (that will need to be cut out).
2. Introduce the text to students by connecting the topic with students' prior knowledge or other texts you've read together.
3. Explain that when you talk about a text with someone, you are able to understand it on a deeper level. Introduce the ELA Discourse Cards, and let students know these cards will help them practice talking about the text they'll read.
4. Split the class into partners, and ask each partner set to read paragraphs 1–8. Pose the following question: "Why does Sumiko think someone is stealing her book?"
5. Introduce the **Knowledge Building Discourse Card (#45)**. Ask students to use the question *What information do you think the author left out?* and the sentence stem *The author doesn't tell readers \_\_\_\_\_* to guide their discussion.
6. Next, ask partners to read paragraphs 9–21. Pose the following question: "What word is used to describe that Sumiko is trying to find information to help her investigation?"
7. Introduce the **Word Learning Discourse Card (#52)**. Ask students to use the question *What are some words that mean almost the same thing as the word \_\_\_\_\_?* and sentence stem *Words that are similar to \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_* to guide their partner discussion.
8. Next, ask partners to reread paragraphs 20–21. Pose the following question: "What are the clues Sumiko finds that lead her to believe her sister is the thief?"
9. Introduce the **Academic Talk Discourse Card (#71)**. Ask the partners to use the question *Can you prove that?* and sentence stem *I can prove \_\_\_\_\_ because \_\_\_\_\_* to guide their discussion.
10. Next, ask each partner to read paragraphs 22–32. Ask partners to think about the difference between borrowing and taking. Pose the following question: "How does Sumiko's reaction to discovering what actually happened to her books tell us more about what kind of person she is?"
11. Introduce the **Understanding Literature Discourse Card (#1)**. Ask students to use the question *How do the character's actions help you understand what kind of person he or she is?* and the sentence stem *When the character does/says \_\_\_\_\_, it shows me that \_\_\_\_\_* to guide their discussion.
12. Wrap Up: After the last discussion is complete, bring the students back together. Provide partners an opportunity to share highlights of their discussions.



**KNOWLEDGE BUILDING**

What information do you think the author left out?

The author doesn't tell readers \_\_\_\_\_.

45

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

**WORD LEARNING**

What are some words that mean almost the same thing as the word \_\_\_\_\_?

Words that are similar to \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_.

52

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

**ACADEMIC TALK**

Can you prove that?

I can prove \_\_\_\_\_ because \_\_\_\_\_.

71

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

**UNDERSTANDING LITERATURE**

How do the character's actions help you understand what kind of person he or she is?

When the character does/says \_\_\_\_\_, it shows me that \_\_\_\_\_.

1

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

## Eating Your Words

By Scott Logan

**1** Americans in different parts of the country have different names for many things—especially when it comes to food! Here are some food regionalisms and their origins.

**2** Flour, eggs, and milk fried flat on a pan are commonly called pancakes. But in Texas and in parts of the North, these steaming cakes are known as hot cakes. Why? There's no real reason except that they're served hot. In Michigan and parts of the West, they're called flapjacks because the cakes are flipped, or flapped, on a hot griddle. And some people know them as griddlecakes in the South.

**3** A common name for the long sandwich stuffed with cold cuts, other meats, and vegetables is submarine, or sub. That's because this sandwich was originally from Connecticut, where its shape was like the submarines built in a nearby shipyard. In the Midwest and California, it's called a hero because a newspaper columnist once said you had to be a "hero to eat it." But in Louisiana, the hefty po' boy was first given to "poor boy" railway workers on strike. Some people insist that a sandwich that requires so much grinding and chewing is clearly a grinder. To others, it will always be a hoagie after someone said only a hog could eat a whole one.



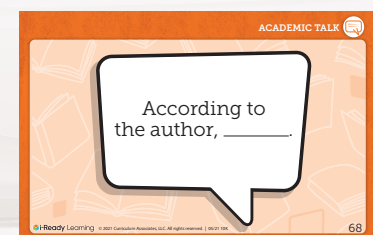
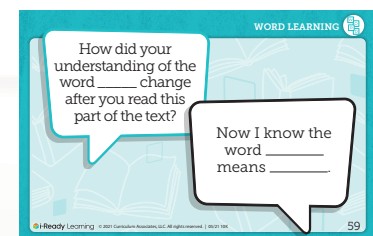
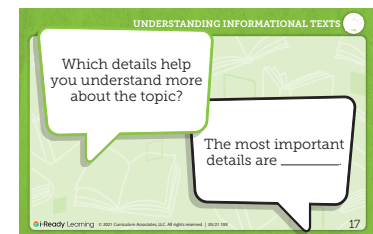
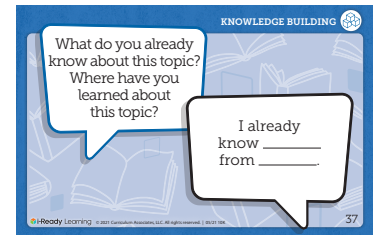
**The record for the most names for a single food may go to the popular hot dog, also known as the frankfurter, frank, wiener, tube steak, sausage, and banger.**

**4** When people eat spaghetti, they often serve it with tomato sauce. But in Philadelphia and other northeast cities, this red sauce is often called gravy. Why? When Italian immigrants first came to America, no one ate tomato sauce, which was common back in Italy. But Americans did have plenty of brown gravy to pour over meat and vegetables. By calling the red stuff gravy, Italian immigrants made it easier for others to understand how to serve it.

**5** People across the country may use different names for the same foods. But they share one thing in common. They all try to save room for dessert.

# Grade 5 Informational Text Activity

1. Set Up: Use the materials provided—*Eating Your Words* and the ELA Discourse Cards (that will need to be cut out).
2. Introduce the text to students by connecting the topic with students' prior knowledge or other texts you've read together.
3. Explain that when you talk about a text with someone, you are able to understand it on a deeper level. Introduce the ELA Discourse Cards, and let students know these cards will help them practice talking about the text they'll read.
4. Split the class into partners, and ask each partner set to read paragraphs 1–2 together. After they have read the first two paragraphs, explain that the word *jack* was often used in England, dating back to at least the 1600s, to refer to something smaller than normal, and a pancake is a small cake.
5. Introduce the **Knowledge Building Discourse Card (#37)**. Ask students to use the questions *What do you already know about this topic? Where have you learned about this topic?* and the sentence stem *I already know \_\_\_\_\_ from \_\_\_\_\_.* to guide their discussion.
6. Next, ask partners to read paragraph 3. Point out the phrase "That's because" in sentence 2. Ask the following question: "What is being explained in this sentence?"
7. Introduce the **Understanding Informational Texts Discourse Card (#17)**. Ask students to use the question *Which details help you understand more about the topic?* and the sentence stem *The most important details are \_\_\_\_\_.* to guide their discussion.
8. Next, ask each partner set to read paragraph 4 and look for the word *gravy*.
9. Introduce the **Word Learning Discourse Card (#59)**. Ask students to use the question *How did your understanding of the word \_\_\_\_\_ change after you read this?* and sentence stem *Now I know the word \_\_\_\_\_ means \_\_\_\_\_.* to guide their partner discussion.
10. Next, ask each partner set to reread paragraph 4. Pose the following question: "How did the Italian immigrants solve this language problem?"
11. Introduce the **Academic Talk Discourse Card (#68)**. Ask the partners to use the sentence stem *According to the author, \_\_\_\_\_.* to guide their discussion.
12. Wrap Up: After the last discussion is complete, bring the students back together. Provide partners an opportunity to share highlights of their discussions.



**KNOWLEDGE BUILDING**

What do you already know about this topic?  
Where have you learned about this topic?

I already know \_\_\_\_\_ from \_\_\_\_\_.

37

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

**UNDERSTANDING INFORMATIONAL TEXTS**

Which details help you understand more about the topic?

The most important details are \_\_\_\_\_.

17

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

**WORD LEARNING**

How did your understanding of the word \_\_\_\_\_ change after you read this part of the text?

Now I know the word \_\_\_\_\_ means \_\_\_\_\_.

59

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K

**ACADEMIC TALK**

According to the author, \_\_\_\_\_.

68

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21 10K





## Earl of Twirl—Scenes 1–3

By Louise Rozett

### CAST OF CHARACTERS:

**DIRECTOR:** The teacher in charge

**EARL:** The lead actor

**CARA:** A student in the play

**AMY:** Cara's friend

**KEVIN:** Earl's friend

### SCENE 1

**1** Earl and his classmates are rehearsing for the seventh grade musical, in which Earl is playing the lead role. Today, they're practicing the big dance number.

**2 DIRECTOR:** One, two, SPIN! One, two, SPIN! Good, everybody!

**3** (As hard as Earl tries, he can't spin without stumbling.)

**4 EARL:** Sorry I keep messing up. Spinning makes me dizzy.

**5 DIRECTOR:** Don't worry, Earl. You're doing all of the other dance steps perfectly. Spins can be difficult, but that's what rehearsals are for.

**6 CARA:** (whispers to Amy) How is he going to be the star of the play if he can't spin?

**7 AMY:** (whispers to Cara) Oh my gosh, such a good question.

**8 DIRECTOR:** Could someone demonstrate a spin for us?

**9 CARA:** (raises her hand quickly) Sure, I'd love to. (With a glance at Earl, Cara goes to the front and executes a perfect spin. Everyone claps.)

**10 AMY:** Oh my gosh, such a good dancer!

**11 EARL:** Whoa! Cara, you're great at that.

**12 CARA:** I know, right? I've had years of ballet practice.

**13 DIRECTOR:** Thanks, Cara. Okay, everyone, keep that example in mind when you practice your spins. See you all tomorrow.

**14** (While the others get ready to go home, Earl finds an empty hallway to practice alone. He doesn't notice that Cara and Amy are spying on him.)

**15 EARL:** One, two, SPIN! One, two—ARGH!

**16** (Earl crashes into a locker and falls down. Cara and Amy laugh out loud. Earl turns to see them, startled and embarrassed.)

**17 EARL:** I totally meant to do that. I just wanted to make you laugh.

**18 CARA:** If you say so, Earl of Twirl.

**19 AMY:** Oh my gosh, such a good nickname!

**20 CARA:** I know! Everyone's going to love this one.

**21** (As Cara and Amy run off, Earl drops his head into his hands.)



## SCENE 2

**1** Earl and Kevin sit at Earl's kitchen table after school, doing their homework together.

**2 KEVIN:** Should we start with social studies or math?

**3 EARL:** Sometimes Cara is the worst. I bet she told everyone that I crashed into a locker while I was practicing my spinning.

**4 KEVIN:** We should start with math—we have that test tomorrow.

**5 EARL:** "Earl of Twirl." Can you believe that? What if that's all anyone calls me from now on?

**6 KEVIN:** Maybe you'd rather start with social studies?

**7 EARL:** I mean, what if people call me "Earl of Twirl" until I graduate from high school, or leave town, or get married? What if I have kids when I grow up and everyone calls them "Earls of Twirl"?

**8 KEVIN:** Earl! Hello? Are you in there?

**9 EARL:** Sorry, sorry. What did you say?

**10 KEVIN:** I asked which subject you want to start with, but I think I can guess: Cara.



**11 EARL:** What am I going to do, Kev?

**12** (Kevin sighs and pushes his books to the side.)

**13 KEVIN:** First, stop freaking out.

**14 EARL:** Wouldn't you be freaking out if someone called you "Kevin of . . . Seven"?

**15 KEVIN:** It sounds kind of cool, like a sci-fi character.

**16 EARL:** Yeah, well, "Earl of Twirl" . . . doesn't.

**17** (Earl slumps forward, resting his head on the table.)

**18 KEVIN:** Okay, come on, let's figure this out. Why do you think Cara is being mean?

**19 EARL:** I honestly don't know. I didn't do anything to her. At least, I don't think I did.

**20 KEVIN:** Didn't you and Cara audition for the same role in the play?

**21 EARL:** Yup. She was really good.

**22 KEVIN:** And you got the part.

**23 EARL:** Yeah, but she seemed happy about her part. She's in the chorus with her friend Amy. She even has a big dance solo.

**24 KEVIN:** Maybe she's happy about all that but still jealous of you. I mean, you do get to sing a whole song by yourself.

**25** (Earl thinks about this for a moment, then shakes his head.)

**26 EARL:** I earned that part fair and square. Being jealous doesn't give her the right to make fun of me.

**27 KEVIN:** You're right, it doesn't, but maybe that's why she's doing what she's doing.

**28 EARL:** Should I talk to her at school tomorrow?

**29 KEVIN:** You could do that, or you could somehow use your sense of humor. Maybe do something that might make everyone forget the "Earl of Twirl" incident and give them something else to talk about.

**30 EARL:** Something else to talk about . . . (Earl thinks to himself.)

**31 KEVIN:** (smiling) Can "Kevin of Seven" study for his math test now?

**32** (But Earl is staring off into the distance, an idea forming in his mind . . . )

### SCENE 3

**1** The next day, Earl arrives at school with a plan. Cara sees him right away.

**2 CARA:** Here he is, everybody! It's the Earl of Twirl! Earl of Twirl!

**3** (Soon, everyone in the hallway has joined in, chanting Earl's nickname. Earl takes a deep breath, smiles, and spins right into a locker. Then he surprises everyone by grinning and taking a bow. They all applaud him loudly.)

**4 EARL:** Thank you, everyone!

**5 CARA:** (deflated) But, but that was—

**6 EARL:** Terrible! Yes, Cara, you're right. Perhaps you can show me how spinning is really done?

**7** (The crowd starts to chant for Cara, who is surprised and delighted. She wonders why Earl is nice to her.)

**8 AMY:** Oh my gosh, such a good chant!

**9 CARA:** Okay, calm down, everybody.

**10** (Cara goes to Earl and stands next to him.)

**11 CARA:** The key to spinning is keeping your eyes on one spot for as long as you can as you turn. Then find that same spot again as your head comes around. It keeps you from getting dizzy, which keeps you from crashing into things like lockers.

**12** (Cara grins as she demonstrates. The crowd applauds again, then heads off to homeroom when the bell rings. Cara motions Earl aside.)



**13 CARA:** I was a jerk, Earl. I think I was just a little jealous, and I'm sorry. Can I make it up to you with another lesson?

**14 EARL:** Yeah, right. So you can make fun of me again when I mess up?

**15 CARA:** I promise I won't. Will you give me a chance to prove it to you?

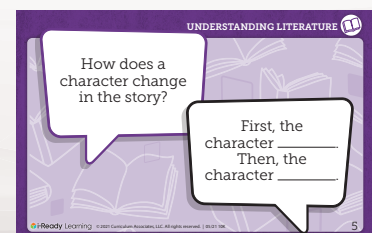
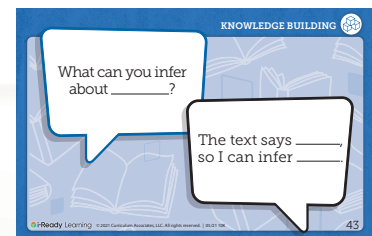
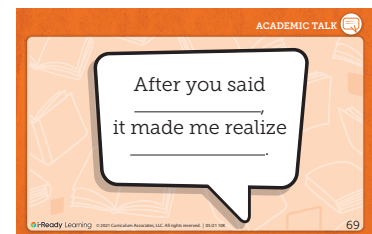
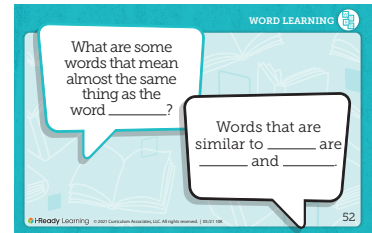
**16 EARL:** (thinks it over) I think I can do that.

**17** (With a smile, they head off to homeroom. Earl tries a twirl in the hallway, and with Cara's advice, he avoids crashing into a locker.)

**18 AMY:** Oh my gosh, such a good ending!

# Grade 5 Literary Text Activity

1. Set Up: Use the materials provided—*Earl of Twirl* and the ELA Discourse Cards (that will need to be cut out).
2. Introduce the text to students by connecting the topic with students' prior knowledge or other texts you've read together.
3. Explain that when you talk about a text with someone, you are able to understand it on a deeper level. Introduce the ELA Discourse Cards, and let students know these cards will help them practice talking about the text they'll read.
4. Split the class into partners, and ask each partner set to read Scene 1. Ask the following questions: "What are they rehearsing?" and "How do you know?" Ask students to look around to find a synonym for rehearsing.
5. Introduce the **Word Learning Discourse Card (#52)**. Ask students to use the question *What are some words that mean almost the same thing as the word \_\_\_\_\_?* and sentence stem *Words that are similar to \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_.* to guide their partner discussion.
6. Next, ask partners to reread lines 13–21 of Scene 1. Pose the following questions: "How does it feel when others see you make a mistake? Why?"
7. Introduce the **Academic Talk Discourse Card (#69)**. Ask the partners to use the sentence stem *After you said \_\_\_\_\_, it made me realize \_\_\_\_\_.* to guide their discussion.
8. Next, ask partners to read Scene 2. Point out that Earl's dialogue in line 30 ends with an ellipsis, which shows an incomplete thought. Pose the following question: "What might be the second part of Earl's incomplete thought?"
9. Introduce the **Knowledge Building Discourse Card (#43)**. Ask students to use the question *What can you infer about \_\_\_\_\_?* and the sentence stem *The text says \_\_\_\_\_, so I can infer \_\_\_\_\_.* to guide their discussion.
10. Next, ask partners to read Scene 3. Pose the following question: "What makes Cara finally take responsibility for her actions?"
11. Introduce the **Understanding Literature Discourse Card (#5)**. Ask students to use the question *How does a character change in the story?* and the sentence stem *First, the character \_\_\_\_\_. Then, the character \_\_\_\_\_.* to guide their discussion.
12. Wrap Up: After the last discussion is complete, bring the students back together. Provide partners an opportunity to share highlights of their discussions.



WORD LEARNING

ACADEMIC TALK

What are some words that mean almost the same thing as the word \_\_\_\_\_?

Words that are similar to \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_.

52

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21/10K

KNOWLEDGE BUILDING

UNDERSTANDING LITERATURE

What can you infer about \_\_\_\_\_?

The text says \_\_\_\_\_ so I can infer \_\_\_\_\_.

43

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21/10K

After you said \_\_\_\_\_, it made me realize \_\_\_\_\_.

69

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21/10K

How does a character change in the story?

First, the character \_\_\_\_\_.  
Then, the character \_\_\_\_\_.

5

i-Ready Learning © 2021 Curriculum Associates, LLC. All rights reserved. | 05/21/10K